

EBP PHASE 2 SUMMARY REPORT

2016-2017

LESTER B PEARSON SCHOOL BOARD

**Note to reader: Modified version of report submitted by board. Financial information has been removed for sharing purposes.*

Project 1 Promote PLC's around formative assessment and the collaborative inquiry process

Goals and Activities

In November 2016, we continued our 2015-2016 EBP initiative on formative assessment and collaborative inquiry. This year we added the importance of providing clear learning targets shared with students and self-assessment. We offered Professional development to all schools, elementary and secondary. We recommended that the evaluation plan in each school should be reviewed annually by the School Success Teams (SST). SST have a leadership role to play in standardizing the evaluation process.

We presented formative assessment as a key tool for teachers to adjust their teaching and to enhance learning. Formative assessment provides data and valuable information on student learning. Professional development was tied to John Hattie's Visible Learning and the impact of feedback on student learning.

In order to reinforce the importance of formative assessment and the collaborative inquiry process, we decided to bring in two different speakers to give the PD. Francois Massé presented on November 1st and Ainsley Rose presented on January 26th.

Outcomes

- We offered 2 PD sessions for the elementary and secondary school success teams One on November 1st and one on Jan 26th. All schools were represented in these sessions.
- Since Nov 1st was a professional day, we did not need to release teachers. 36 out of our 37 elementary schools (only exception is an alternative school Angrignon) and all 13 secondary schools attended. The focus of this session was Formative assessment and curriculum alignment.
- For January 26th we released 3-5 teachers per school for a half day. During these sessions, schools reviewed Hattie's Visible Learning and the importance of evaluating students in a formative way. Self-evaluation and clear learning targets were also presented as strong tools that improve student learning. Time was provided for the teams to discuss their evaluation practices. This year, the high school teachers were a little less resistant and started recognizing the need for more formative assessment.
- For all schools, a copy of Transforming School Culture by Anthony Muhammad was purchased.

Project 2 Support and provide additional Professional Development to School Success Teams.

Goals and Activities

Upon request, consultants supported school teams with the collaborative process. Teachers were released in order to look at their own data of student learning and to discuss formative assessment practices in their schools. Numerous schools were motivated to change their evaluation practices and ESD supported them in their journey.

Outcomes

- Professional development was offered to those schools on their local PD days and some were also released. (Most PD was done during local Ped days, staff meetings and even lunch meetings).
- During that session, we presented different ways of evaluating students, in a formative way. Many pedagogical consultants offered a variety evaluation tools to teachers. Schools were also encouraged to look at their formative and summative data.
- For schools wanting to increase the reading level in French of their students, a sample of appropriate reading materials was purchased. Other books on formative assessment in science were also purchased.

Additional comments and observations

This year, we felt that our teachers were more inclined to adopt formative assessment and the collaborative inquiry process. Our school success teams are quite comfortable looking at their school data. However, we want our SST to be more reflective and to massage data by gender, special needs, pathways, etc. We want them to look beyond success rates and to pay closer attention to averages. Our IT team will create for us a friendlier version for data collection that would be easily accessible to schools.

Next year, we want to focus more on the collaborative inquiry. We will encourage school principals to adjust the teacher schedules in order to facilitate collaboration amongst their staff and work with school teams in order to improve collaboration for learning.

Comments

Project 1: Two different speakers giving the same message (as we have in the past 2 years) had great impact on our schools. Some schools were ready to move forward with the alignment of curriculum and began to collaborate more within each grade and cycle.

Project 2: It was great for our department to assist teachers through this process. The consultants supported the schools that were ready to move forward. Different subject areas were tackled: French, Math and Science. The funds allowed us to purchase books on formative assessment and appropriate French reading materials. The schools greatly appreciated this support!

Submitted by Marie Wahba, Assistant Director of Educational Services

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